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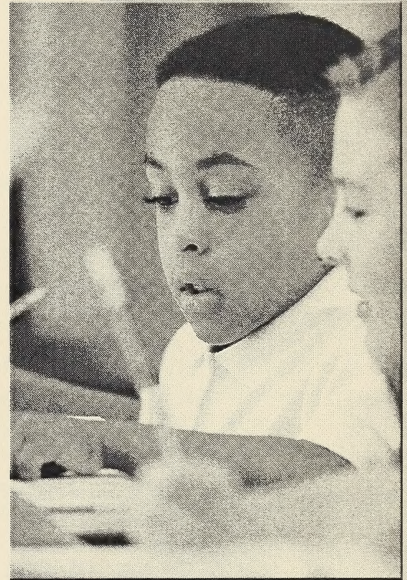
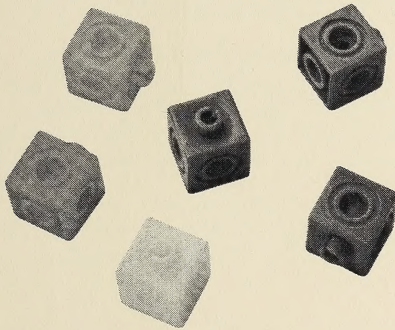
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Mathematics

Module 1

Having Fun with Numbers

Home Instructor's Guide: Days 10–18
and
Assignment Booklet 1B



Learning
Technologies
Branch

Alberta
LEARNING



Grade Two Mathematics
 Module 1: Having Fun with Numbers
 Home Instructor's Guide: Days 10–18 and Assignment Booklet 1B
 Learning Technologies Branch
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Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



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Module 1: Having Fun with Numbers

Daily Summary

Day 10

The student reviews and learns to print the ordinal numbers first through tenth.

The student is familiar with hearing and saying ordinal numbers from Grade One Mathematics. The lessons in Days 10, 11, and 12 deal with using and applying them.

Day 10: Lesson 1

Answers

- | | |
|------------------|----------|
| 1. mountain goat | 6. deer |
| 2. marmot | 7. lynx |
| 3. bear | 8. raven |
| 4. moose | 9. eagle |
| 5. fox | |

Have the student do the assignment for Day 10 after completing the day's lessons.

Day 11

The student learns to use and print the ordinal numbers eleventh through thirty-first.

Discuss with the student the endings of ordinals—how some endings differ and how some numbers change when they become ordinals (one to first, five to fifth, and so on).

Day 11: Lesson 2

Answers

1. Sarah
2. Jasper
3. Claude
4. fifth
5. twenty-second
6. nineteenth
7. The student puts in his or her own birthday.

Have the student do the assignment for Day 11 after completing the day's lessons.

Day 12

Today's lessons reinforce ordinal numbers first through thirty-first.

The lessons also deal with patterns. The student should be familiar with patterns from Grade One Mathematics.

Day 12: Lesson 1

Answers

1. second, fifth, eighth
2. first, fourth, seventh, tenth
3. third, sixth, ninth

Day 12: Lesson 2

Answers

1. green
2. yellow
3. green
4. yellow
5. The pattern is red, green, yellow, red, green yellow.

There are extension activities for Day 12. Take out the Ordinal Numbers page in the Appendix. Have the student place small manipulatives, such as bingo chips or other small objects, on the number you call out. For example, if you say ten, the student will put the pea on "tenth."

Day 13

The student reviews using a calculator and entering numbers to 100. It is important that you use the correct terminology when referring to the calculator: *keys* (not buttons); *press*, *enter*, or *key in* (not *punch*); and *display*. Encourage the student to use this terminology as well. If the student is not using these terms now, or does not understand what they mean, explain them.

Day 13: Lesson 2**Answers**

1. a. 7
b. 5
c. The 7 moves to the left.
2. a. 1
b. 0
c. 0
d. The 1 moves to the left.
3. a. 8
b. 6
4. a. 6
b. 8
5. a. 9
b. 9

Day 13: Lesson 3**Answers**

1. a. They have the same numbers.
b. The numbers are put in a different order.
2. a. They have the same numbers.
b. The numbers are put in a different order.

Day 13: Lesson 4

The student reviews counting by ones, twos, fives, and tens on the calculator. Have the student say the number that will appear next on the calculator before pressing the key, so that the student is not merely reading the numbers in the display area.

Answers

- | | | | | |
|-------|-------|------|-------|-------|
| 1. 13 | 3. 4 | 5. 7 | 7. 16 | 9. 11 |
| 2. 20 | 4. 18 | 6. 3 | 8. 12 | 10. 9 |

Have the student do the assignment for Day 13 after completing the day's lessons.

Day 14 and Day 15

The concept of odd and even numbers is introduced. Teach the student that odd numbers of items cannot be evenly divided in two and that even numbers can. Numbers ending in 0, 2, 4, 6, and 8 are even; those ending in 1, 3, 5, 7, and 9 are odd.

Day 14: Lesson 1**Answers**

1. 7
2. 6
3. no
4. Discuss that 13 is an odd number and can't be divided equally.

Day 14: Lesson 2**Answers**

1. 10
2.
 - a. 5
 - b. 5
 - c. Yes, the candy can be divided equally into five pieces each.
3.
 - a. no
 - b. even
 - c. The student should draw two equal groups because the number is even.
4.
 - a. yes
 - b. odd
 - c. The student should draw two unequal groups because the number is odd.
5.
 - a. yes
 - b. odd
 - c. The student should draw two unequal groups because the number is odd.
6.
 - a. no
 - b. even
 - c. The student should draw two equal groups because the number is even.

7.
 - a. no
 - b. even
 - c. The student should draw two equal groups because the number is even.
8.
 - a. yes
 - b. odd
 - c. The student should draw two unequal groups because the number is odd.

There are extension activities for Day 14. The student will write the names of items in the environment in either the odd or even box. These can include items such as body parts, windows in the house, chairs in the kitchen, spoons in a drawer, friends, siblings, and so on.

Day 15: Lesson 2

Answers

1. 12, 4, 24, 18
2. 15, 3, 21, 11

Have the student do the assignment for Day 15 after completing the day's lessons.

Day 16

This day is a review of sorting sets to 50. In addition, the student will learn about sorting rules and sorting objects and shapes with two attributes.

Day 16: Lesson 1

Review the term *sorting rule*. Talk about sorting and how you can sort things in different ways. Tell the student that when you decide how to sort objects, you are making a sorting rule. Give as an example the kitchen and how things are sorted there. One rule can be that all the cutlery is in one drawer. Another rule is that in that drawer, the knives, forks, and spoons are all sorted separately.

Take the student on a tour of the kitchen, or a closet, or other facility where things are sorted. Point out how cutlery, for example, is sorted in one drawer, cans of food are sorted on a shelf, and the dishes are sorted elsewhere. Ask what would happen if these things weren't sorted. Tell the student that things are sorted to help make life easier and simpler. Discuss how much time it would take to find things if they were all mixed up together.

Day 16: Lessons 2–3

With the student, look closely at the two circles and talk about the objects in them. Discuss the way Elena sorted the pictures. Ask the student to say why Elena might have sorted them the way she did.

In this lesson, the student discovers that the objects to be sorted have more than one attribute (characteristic). Talk about how Elena's creatures are somewhat different than Jasper's rocks. Jasper's rocks were either smooth or rough. They had only one attribute so could only be sorted one way, because they were the same colour and size. The only difference between them was their *texture*, or how they felt.

Elena's creatures are different. They can either crawl or fly, or they are insects or birds. Since they have more than one attribute, there is more than one way they can be sorted. Discuss this with the student. Examine the creatures in Elena's pictures closely.

Day 17

The student learns about sorting objects that share attributes.

Day 17: Lesson 1

Teach the student another way of sorting. When the people or objects to be sorted belong in both groups, there will be an overlap. This lesson shows how this is done.

Examine the box and the names on the line and outside the box. Ask the student to explain why this might occur. Discuss why this happens. Then discuss Elena's way of sorting in overlapping circles. Discuss why the circles have to overlap.

Talk about the people who visited one park, those who visited both parks, and those who visited neither.

Answers

1.
 - a. Pablo, Arden, Eric, Tonya, Rita, Ben, Elaine
 - b. Rita, Ben, Elaine, Mandy, Helen, Dominic
 - c. Rita, Ben, Elaine
 - d. Sophia, Philip
2.
 - a. 7
 - b. 6
 - c. 3
 - d. 2

Day 17: Lesson 2**Answers**

1.

	Thin	Thick
Purple	4	3
Grey	2	1

2. The sorting rule is purple and thin.
3. The sorting rule could be purple and thick, grey and thin, or grey and thick.

Day 18

The student learns what a set is and continues to sort.

Day 18: Lesson 1

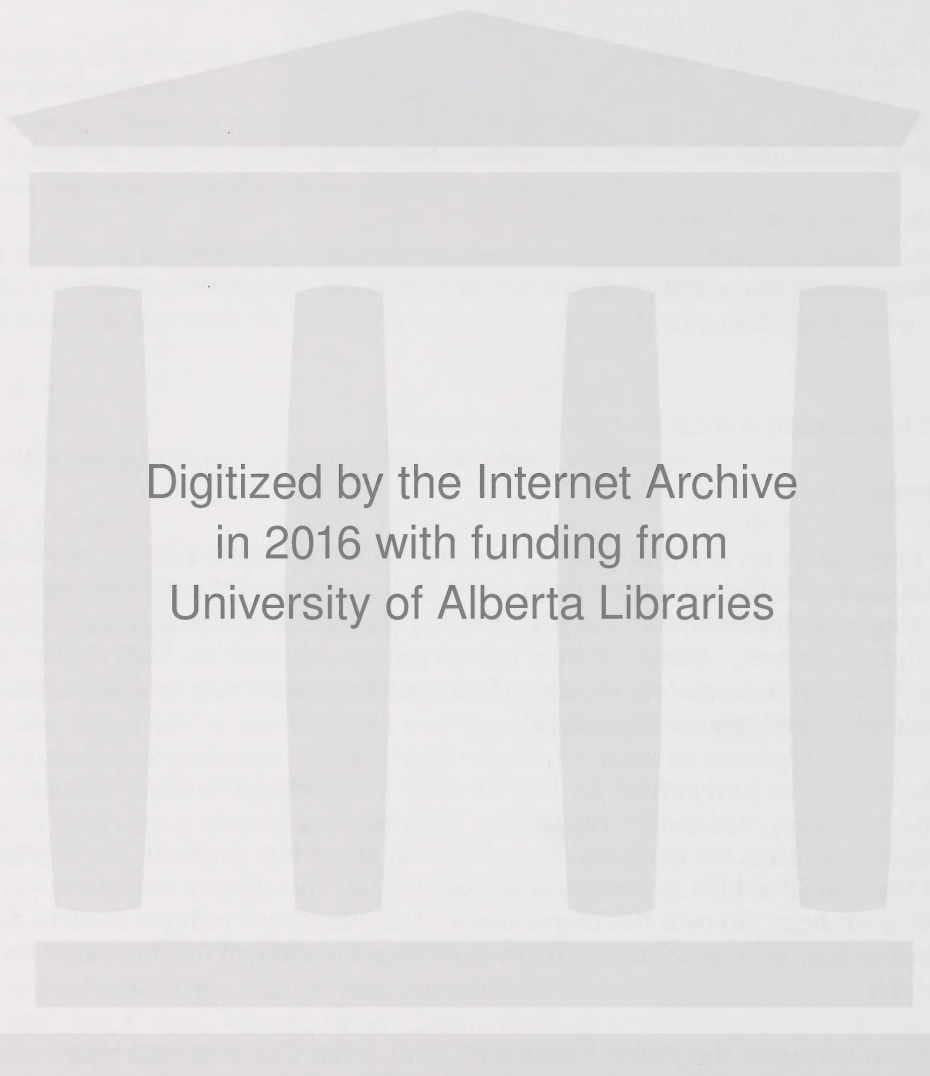
Review the term *set*. A set is a group of objects or people that has the same, or similar, features. The student knows this term from kindergarten. Remind the student how you both used groups of objects to sort the previous day and that these groups are called sets. These can include shapes, colours, animal or bird groups, vegetables, fruit, and so on. Discuss how things in a set belong together. Use the examples listed, and have the student come up with additional ones independently.

Have the student do the assignment for Day 18 after completing the day's lessons.

When the student finishes the assignment on Day 18, direct him or her to the Student Survey and Student Checklist in Assignment Booklet 1B. The student may work on these alone or with your help. Go over the responses and discuss them with the student. Give additional instruction as needed to any of the concepts the student has indicated he or she needs help with.

Ensure that you complete the Home Instructor's Evaluation Checklist and Home Instructor's Feedback forms for Days 10 to 18. The Home Instructor's Feedback is to give any information you think may be helpful for the teacher to know.

Submit Assignment Booklet 1B for marking.



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ASSIGNMENT BOOKLET 1B

Grade Two Mathematics
Module 1: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Grading

Mathematics:

Neatness:

Date Assignment Booklet
Received:

FOR HOME INSTRUCTOR USE
(if label is missing or incorrect)

Student File Number:

Grading Scale

- A – Very Satisfactory
- B – Satisfactory
- C – Needs Attention
- D – Unsatisfactory

Apply Module Label Here

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*Please verify that preprinted label is for
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Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

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Module 1

Having Fun with Numbers

Assignment Booklet 1B



Grade Two Mathematics
Module 1: Having Fun with Numbers
Assignment Booklet 1B
Learning Technologies Branch

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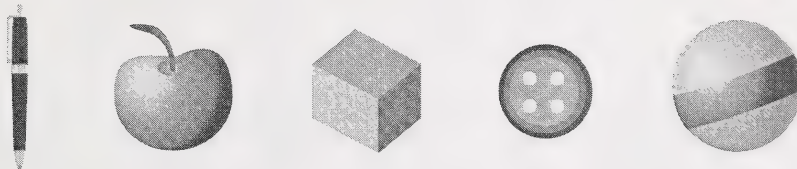
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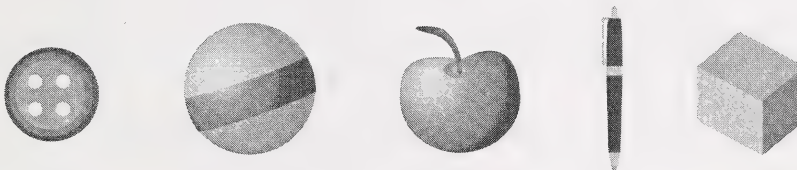
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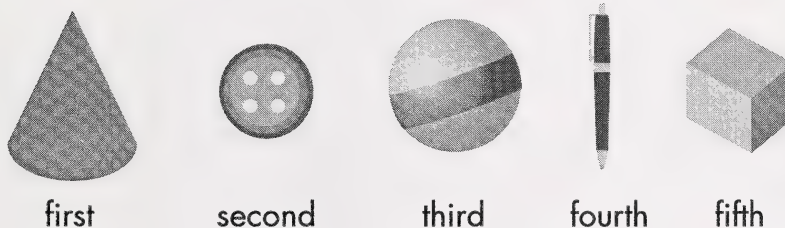
1. The pen is first. Put an X on the object that is third.



2. The block is last. Put an X on the object that is second.



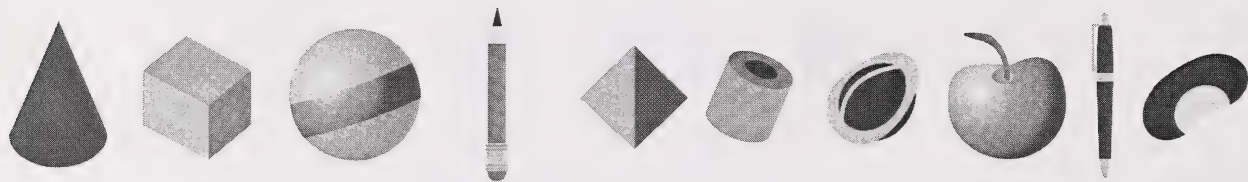
3. The cone is first. Where is the ball? Circle the correct answer.



4. The apple is last. Where is the ball? Circle the correct answer.



For questions 5 to 8, look at these pictures. The cone is first in line.



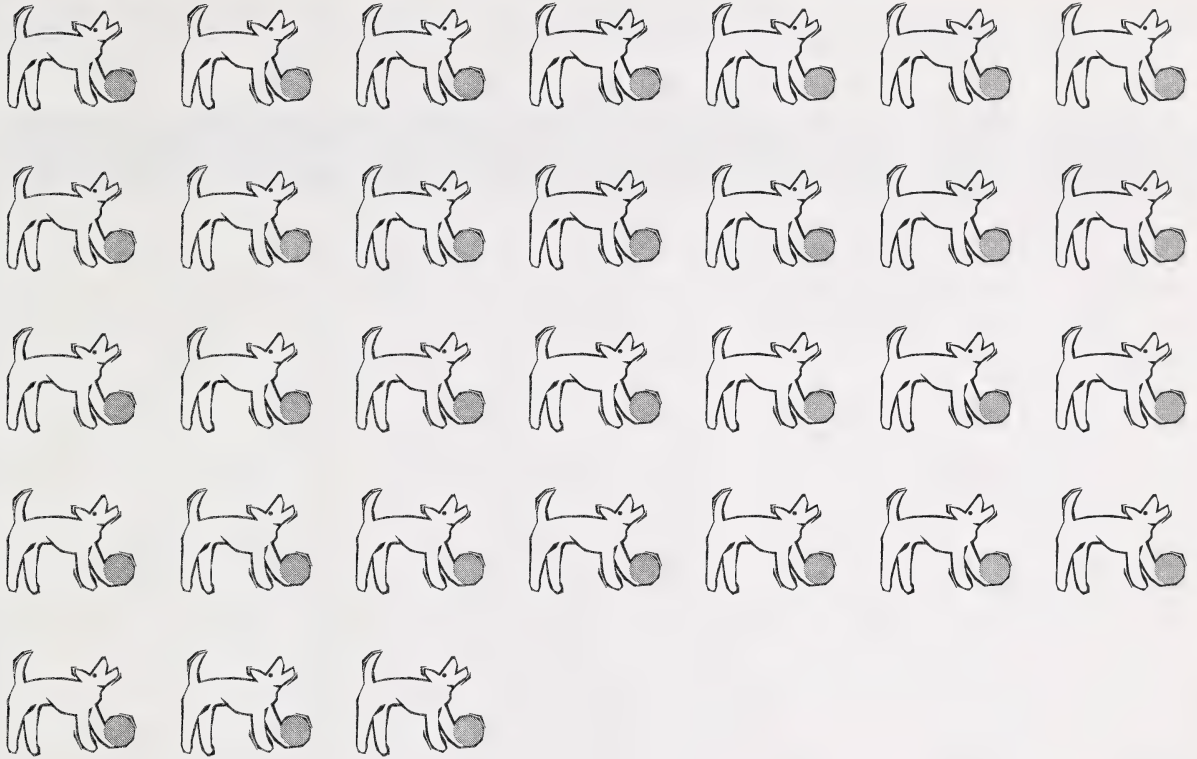
5. Find the object between the eighth and tenth objects. Draw a circle around it.

6. Look at the pencil. Is it between the fourth and sixth objects?

Circle  **yes** or  **no**.

7. Draw a line from the second to the seventh object.

8. Put an X on the object that comes after the third object.



1. Colour the third and tenth dogs green.
2. Put an X on the twenty-first and thirteenth dogs.
3. Colour the first and eleventh dogs brown.
4. Colour the twenty-seventh and twenty-ninth dogs red.
5. Put a circle around the sixteenth and ninth dogs.
6. Put a box around the thirteenth dog.
7. Colour the thirty-first and fifteenth dog blue.

Enter the following numbers on your calculator. Then print the numbers in the box under the number word.

1. eight

2. nineteen

3. seventeen

4. two

5. fifteen

6. one

7. five

8. fourteen

9. ten

10. six



1. Write 10 even and 10 odd numbers in the boxes. You can use any numbers between 1 and 100.

Even	Odd

2. Colour the even numbers yellow and the odd numbers purple.

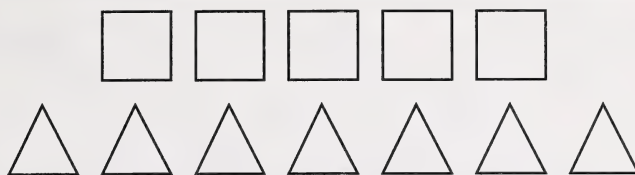
69	70	71	72	73	74	75	76	77	78	79	80	81	82	83
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3. Print four even numbers between 9 and 19.

4. How do you know the above numbers are even?

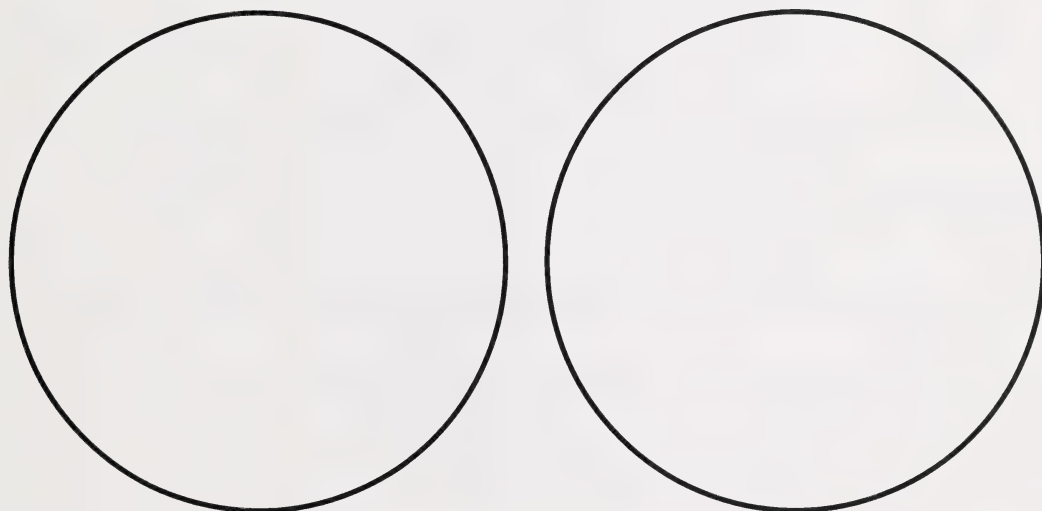
5. Print four odd numbers between 60 and 70.

6. How do you know the above numbers are odd?



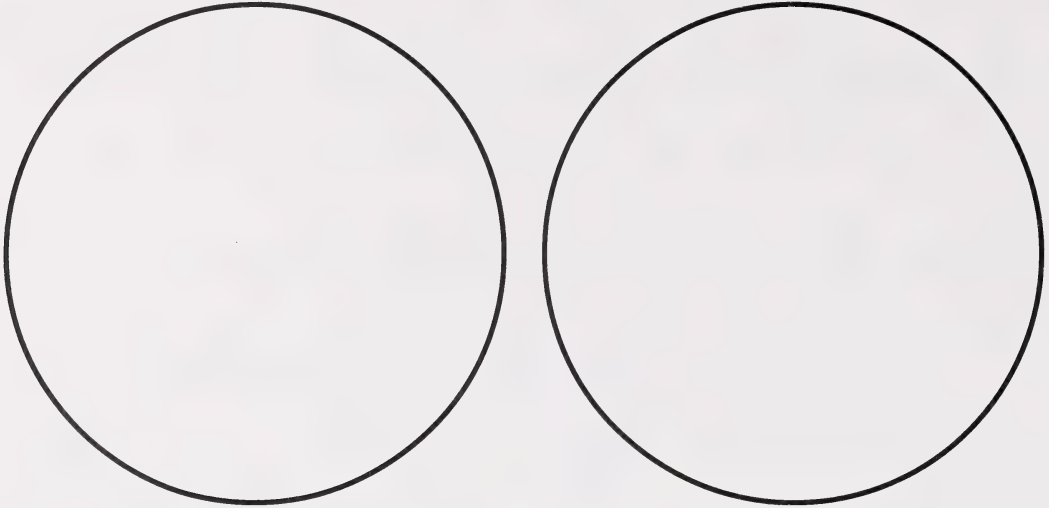
1. a. Colour three boxes red. Colour two boxes blue.
- b. Colour two triangles red. Colour five triangles blue.

2. a. Sort the shapes.



- b. Print your sorting rule.

3. a. Now re-sort the shapes.



b. Print your new sorting rule.

Student Survey

Days 10 to 18

Think about what you have learned in Days 10 to 18. Then answer these questions.

What did you like best about Days 10 to 18?

List **three** things you learned in Days 10 to 18.

Assignment Booklet 1B

Is there something you would like to know more about?

Is there something you still need help with?

Student Checklist**Days 10 to 18**

I know how to . . .	Put a check mark beside the things you can do.
1. use ordinal numbers to 31	
2. use a calculator	
3. decide if a number is odd or even	
4. sort objects and shapes	
5. figure out sorting rules of sets	

Home Instructor's Evaluation Checklist

Days 10 to 18

Specific Outcomes/ Concepts Learned The student . . .	Has the student mastered the concept (yes or no)?
1. uses ordinal numbers to 31	
2. explores the representation of numerals (0–100), using a calculator to display numerals	
3. demonstrates if a number from 1 to 100 is even or odd	
4. sorts objects and shapes, using one or two attributes	
5. identifies attributes and rules in presorted sets	

Home Instructor's Feedback

Assignment Booklet 1B

[illegible]

